Call for Speakers

The Northeast region, Southeast region, and Virginia chapter of the Association for Learning Environments are combining forces in 2020 to bring you *A4LE East: Inside the Mind of the Learner*. This three-day conference to be held in April in Washington DC will assemble the best minds up and down the east coast and beyond to study, explore, and discuss school facility planning, design, and operations from the perspective of the students for whom we direct our efforts.

We will pursue five tracks – social and emotional learning, school safety and security, equity in education, student-centered learning, and redefining academic success – to better understand the impact each has on students within the context of what we do as school planners, designers, builders, and operators. Students, educators, academics, policy makers, school counselors, child psychologists, school planners and designers, builders, building operators, school suppliers, school safety experts, and anyone else with a compelling interest in learning environments are invited to join!

Content experts who can move the needle, raise the bar, and elevate the conversation in new and substantive ways are encouraged to submit their qualifications in response to our call for speakers. Our aim is to provide attendees with content that will lead to new insights and deeper understandings that will resonate long after the conference. Proposed content should be rigorous and valid and should address one of the five learning tracks in a direct and applicable way. Collaborations that include multiple disciplines are appreciated. Student participation is encouraged. Presentations of commercial content will not be considered.

Click **HERE**: https://www.surveymonkey.com/r/Z88CQZL to submit a presentation proposal for consideration. See below for additional information about each of the tracks.

TRACK DETAILS:

- **Social and Emotional Learning.** Social and emotional learning (SEL) refers to the acquisition of a wide range of skills, attitudes, and behaviors that affect student success in school and beyond. Why is this important and what role might learning environments play in providing or promoting desired outcomes? What role might learning environments play in providing a positive, emotionally safe, supportive space for teaching and learning?

  Students willing to share their perspective, clinicians with expertise in student health and wellness, educators with unique insights into SEL, and designers, builders, building

operators, and others who have studied the body of research and applied it to their work are all encouraged to propose.

- **School safety and security**. In the wake of recent tragic events, much has been made about how we should be hardening school facilities against the threat of attack, but far less has been shared about the circumstances that may contribute to these attacks or how learning environments might be designed to mitigate or temper the conditions that lead to violence . What concerns students most about their safety in schools? What is a hardened environment, and what impact can it have on students' psyche? What defines an environment that fosters community, and what impact can it have on students' psyche? Are the two mutually exclusive and, to the extent that they are not, what is that appropriate balance between a hardened environment and one that fosters community?

  Students willing to share their perspective, school counselors and child psychologists with particular expertise, educators with unique insights, school security consultants, and designers, builders, building operators, and others who have studied the body of research and applied it to their work are all encouraged to propose.

- **Equity in education.** The measure of achievement, fairness, and opportunity in education is at the forefront of the national dialogue about education. Why are educational leaders talking so much about fairness (i.e. the idea that one's circumstances should not factor into one's potential to be successful) and inclusion (i.e. a comprehensive standard that applies to everyone)? Why does it matter and how might it apply to the planning, design, and operation of facilities? What, if anything, is embedded within the visual language of school design that might create inequities? What are strategies that we can employ when designing learning environment that will promote equity?

  Students willing to share their perspectives, environmental psychologists, academics or clinicians with expertise in social justice, and designers, builders, building operators, and others who have studied the body of research and applied it to their work are all encouraged to propose.

- **Student-centered learning.** We are transitioning from a one-size-fits all model of instruction and delivery to a post-industrial-era model emphasizing individual preferences and pursuits and valuing process learning equal to content learning. How has this changed teaching and learning? What impact has it had on the student-teacher dynamic? How, if at all, has it changed how we plan, design, build, and operate learning environments?

  Students willing to share their perspectives, academics with particular expertise in self-directed student learning, educators with unique insights, and designers, builders,

building operators, and others who have studied the body of research and applied it to their work are all encouraged to propose.

- **Academic success.** As all else evolves in education, so too are expectations for outcomes. Many states and local districts are adopting new graduate profiles with the understanding that success in a modern, wired, global society favors readiness and personal mastery of critical skills and "how-to-apply knowledge" over content knowledge and high-stakes testing. Where are these new models in place and how has this shift impacted students and teachers at the classroom level? How are career exploration, workplace skills, and core academics co-existing? In response, how are districts (re)aligning vertically across the K12 spectrum? What, if any, impact is this having on how we plan, design, building, and operate learning environments.

  Students willing to share their perspectives, educational leaders and school board members enacting new policies, content experts in career and technical education, industry partners actively engaged in career exploration programs with districts, educators with unique insights, and designers, builders, building operators, and others who have studied the body of research and applied it to their work are all encouraged to propose.

In all cases, regardless of their expertise, presenters are asked to relate their subject matter to learning environments – the places and spaces in which teachers teach and students learn – with the understanding that the audience of educators; policy makers; school planners and designers; school builders; building operators; directors of school planning, operation, and construction; and others seek to understand the content presented within the framework of better school planning, design, and operation.

We invite you to share your expertise with other industry experts in the field of educational environments. As communities respond to their evolving needs, we ask you to share your lessons, stories and expertise of creating exemplar learning environments.

Please note the sessions are to be educational in nature. Sales, product, or marketing presentations will not be accepted.

Proposals must be submitted by January 24, 2020

Presenter Acceptance

Each speaker, including all co-speakers agree to the terms below when submitting a presentation.

I will participate in this program and understand my submission indicates my commitment to participate, my permission for A4LE and its agents to use my name and to reproduce and distribute all or selected portions of my presentation in printed, audio video or electronic

format. I hereby waive all right of payment for this license.

I further agree to register and pay for the conference and to notify any co-presenters of this same obligation.

I understand that A4LE will provide a projector, screen, microphone, and speakers and one flip chart (upon request only) for the room. I further understand that I am required to supply a laptop or device with applicable adapters to run my presentation.

Additional equipment needs must be submitted and will be at my expense. The Association for Learning Environments will make every effort to accommodate special requests; however, we do not guarantee it. I also understand there is a charge for a room change, additional equipment and that if I change the room from the original set up the charge will be at my personal expense.

PRESENTATIONS: Presentations for posting to the website for attendees are due 2 weeks prior to the event in a PDF format totaling no more than 10 MG. Anything received after the deadline will be posted as quickly as possible post event.